

**NSPA online discussion: Reaching and supporting children and young people, 21<sup>st</sup> July 2021**

Challenges	Ideas and plans from participants
<p><b>Demand</b></p> <ul style="list-style-type: none"> <li>• Overall, an increase in demand for support for children and young people from schools, voluntary sector and mental health teams</li> <li>• Waiting lists are long so it is difficult to know who to signpost to</li> <li>• Activities that were being run pre-covid have stopped or have been cut back. Despite restrictions lifting, services aren't back to the same levels.</li> <li>• Despite support being offered digitally, there are waiting lists for face-to-face support as some people would prefer that</li> <li>• Online harms is a big concern</li> </ul>	<ul style="list-style-type: none"> <li>• CCG invested in social prescribing pilot for young people: referrals by mental health teams. Providing three offers: arts; making music; and nature and green spaces.</li> <li>• Texting services - Chat Health is being run in Manchester, allowing young people to talk to them anonymously; <a href="#">Shout</a> is a national text support for people struggling</li> </ul>
<p><b>Self-harm</b></p> <ul style="list-style-type: none"> <li>• Mind ran a survey on the mental health impact of the pandemic, results show that some young people were using self-harm as a coping mechanism during Covid and this has increased over the last year</li> <li>• Schools asking for more support, knowledge and training</li> </ul>	<ul style="list-style-type: none"> <li>• Having a more consistent pathway for those who present at A&amp;E with self-harm</li> <li>• Enhance real-time surveillance to include self-harm and attempts</li> <li>• Delivering self-harm training for schools</li> <li>• De-stigmatising self-harm as a way of coping, asking practical things to make sure it's done safely</li> <li>• Working with <a href="#">Harmless</a> on self-harm prevention programmes</li> <li>• Mind resources for children and young people: <a href="#">Coping with self-harm</a> and <a href="#">Supporting a friend or partner</a></li> </ul>

<p><b>Bereavement support</b></p> <ul style="list-style-type: none"> <li>• Advice needed on support specific to bereavement by suicide</li> <li>• Equality and diversity – grief is different in different communities</li> </ul>	<ul style="list-style-type: none"> <li>• Specific suicide bereavement support services being commissioned locally</li> <li>• <a href="#">Winston's Wish</a> – information, resources and for children and young people, parents/carers and teachers. Bespoke bereavement training.</li> <li>• <a href="#">Step by Step programme</a> from Samaritans - team can support schools, colleges, other educational establishments and any member of the school community, as well as the wider community.</li> <li>• <a href="#">Help is at Hand</a> – a postvention guide for people bereaved by suicide with both practical and emotional support. The revised version includes advice for children and young people.</li> <li>• <a href="#">Life Changes</a> resource from <a href="#">Lions Lifeskills</a> – general bereavement and loss to support teachers in primary and secondary schools.</li> </ul>
<p><b>Schools:</b></p> <ul style="list-style-type: none"> <li>• Reporting increasing concerns about self-harm, anxiety, suicidal thinking</li> <li>• More referrals to Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Teachers often feel uncomfortable talking about self-harm and suicide prevention, with some fear of encouraging it</li> <li>• Greater interest from parents for mental health support for their children</li> <li>• Sometimes safeguarding procedures can delay a young person getting support - how to bridge the gap between school policies and young people's safety?</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly suicide prevention drop-in at a school: self-referral, or referrals/recommendations from teachers or parents. Safety plans created and vital conversations held in a safe space</li> <li>• Mental health embedded across curriculum in schools rather than stand-alone programme or only discussed in PSHE</li> <li>• One organisation is developing a two week suicide prevention programme of alternate provision for young people, including well-being, health, managing emotions, and DBT. Strong uptake from schools.</li> <li>• <a href="#">PAPYRUS</a> work with schools and have created a '<a href="#">Suicide Safer Schools and Colleges</a>' guide</li> </ul>

<p><b>Digital support:</b></p> <ul style="list-style-type: none"> <li>• Children and young people are very tech savvy however, research shows the online support space is crowded, fear of reinventing the wheel</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Kooth</a> have been commissioned for digital support in many areas in England.</li> <li>• CalmHarm (app designed to help people resist or manage the urge to self-harm): <a href="https://calmharm.co.uk/">https://calmharm.co.uk/</a></li> <li>• DistrACT (app that gives people easy, quick and discreet access to information and advice about self-harm and suicidal thoughts): <a href="https://www.expertselfcare.com/health-apps/distract/">https://www.expertselfcare.com/health-apps/distract/</a></li> </ul>
<p><b>Training:</b></p> <ul style="list-style-type: none"> <li>• Increasing demand from schools for training around suicide and self-harm</li> <li>• Lack of confidence in running online suicide prevention training – questions around safety</li> <li>• Attendance is better online as less travel and fewer cancellations</li> <li>• Courses have proven to be extremely popular but no safety incidents with it being online, managing to get full courses and attendance</li> </ul>	<p>Creating safer training space online through:</p> <ul style="list-style-type: none"> <li>• People with lived experiences of self-harm and suicidality being included in the creation of training and resources</li> <li>• Readiness document to ensure people are ready to be part of the conversation</li> <li>• Creating group agreement on what it is ok to talk about, what's not ok etc.</li> <li>• Gathering phone numbers in advance</li> <li>• Asking that cameras are kept on and safeguarding rep contacts them to ensure they're ok if they leave</li> <li>• Breakout room available for a safeguarding lead to talk to anyone who needs it</li> </ul>